

## Analysis of Vocational Education and The Role of The Teacher

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**Abstract:** Technical, economical, and social changes place great demands on the qualification of professional forces in all areas of the national economy. The decisive foundations for these qualifications are built in vocational education. Vocational education is an investment in the future and one of the decisive pillars of the prosperity of every state in the future horizon of competitiveness. From that follows that the topic of professional dual education is becoming more and more relevant in all countries of the world. Economic experts at the moment state, that overall unemployment among young people is higher compared to other years, and at the same time, there is a lack of qualified personnel for professional positions in various work areas. Many states see the solution to this problem in the implementation of dual education, so individual countries have begun to take the necessary measures. The advantages of adapting curricula to the demands of the economy and business are obvious and transparent, so the public and private sectors, as well as non-profit and non-governmental organizations support this agenda. The article analyses the elements of dual education in individual European countries with a special focus on dual education in Slovakia. A meaningful motivating factor for its qualitative rise can be the comparison of the vocational education system in individual European countries.

**Keywords:** Vocational Education, Employment, Professional Skills

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### Introduction

*„Those who see the existence of all mankind in their own person are miserable. Obviously, that man will disappear as an individual. The need for any person to be satisfied and happy to live is to work not for himself but for the future. An insightful man can only act this way. Full enjoyment and happiness in life, but the honor, presence, happiness of future generations can be found.“*

*Mustafa Kemal – Atatürk*

Vocational education has a unique and irreplaceable place in the education system of each country. On the one hand, vocational education is based on the pillars of general basic education; on the other hand, its natural outcome is to reflect on the world of work and to cooperate consistently with it. The world of work needs feedback for training. The meaningful and desirable transition of vocational education graduates to the world of work and their effective application in professional life depends on the degree of sensitivity and readiness with which vocational education is able to respond to developments in the world of work. Dual education is one of the most effective ways of education in vocational education. Formally, this education directly enshrines the principle of theoretical education in schools in combination with the performance of practice directly on the premises of companies and industrial enterprises.

At present time, which is characterized by rapid changes in science, technology and society, the role of vocational training is increasingly needed. The quality of education is checked only in the future. Therefore, forecasts of development in the world of work as a whole and in individual professions and on the labour market for vocational education are very important. The content of the curriculum and teaching methods have to be adapted to what graduates will need in the transition from the world of education to the world of work and in their application. Education has to provide them not only with immediately applicable knowledge and skills, but also with such equipment that will not allow them to stagnate at the achieved stage of development, but will enable them to continue their education, develop their skills, know how to solve problems, etc.

The private sector and employers in Slovakia have already been stating for several years that vocational schools do not adequately prepare students in the required fields. They also point to the fact that practical teaching is not sufficient and in such conditions that would prepare them for post-study practice. Although the dual education is gradually being introduced in Slovakia at this time, it is not possible to speak about a new type of vocational education, because the dual education had a significantly excellent qualitative background in our education in the second half of the twentieth century.

Contact with the world of work, which should lead to the acquisition of adequate competences and skills, is a professional matter and cannot be provided to the necessary extent only by schools within their teaching. Therefore, in most countries, this role is performed by special institutions that deal professionally with the issue of vocational training. At present, these institutions mainly cover the issue of dual education. The scope of their tasks is not the same in all cases. However, they always find out, collect and process knowledge about what are the qualification requirements of individual professions and how these requirements develop. They use several hundred external collaborators to collect these data. Depending on their position among other actors involved in vocational training, these institutions then either pass on their findings to other bodies that propose the concept of vocational training and create vocational training programs, or implement these themselves or in cooperation with others.

In most cases, they also assess the effectiveness of vocational education, which is reflected in the employment opportunities of graduates and their success in employment. In this context, they monitor the situation on the

labor market and often process statistics on vocational training and its results, including data on the costs of such training. Some institutions also pay attention to the issues of the process of vocational education, elaborate its didactic and methodological concepts, and propose suitable teaching aids. According to national traditions and the organization of the education system, they also intervene in the field of teacher training, especially for masters of vocational training.

### **The meaningfulness of dual education**

The meaningfulness of dual education lies primarily in its connection to the current needs of the labour market. The labour market itself and the dual system are very closely linked. In a society where there is cooperation between schools, companies and social partners, schools may teach theoretical and practical subjects directly according to the needs of individual companies. Dual education graduates have the opportunity to use the acquired competencies and skills in practice. The importance of dual education can be defined in terms of the elements involved as follows:

#### **The importance of dual education for pupils**

Dual education is beneficial for students because they get to know their future profession directly in the company or company active in the labour market. Students have at their disposal real machines and equipment, which they will later use in the performance of their profession. They may work with the latest modern technologies that companies use in production. Usually, these machines and equipment would not reach schools as teaching aids until later. In addition, they will become familiar with work practices, acquire work habits, and the transition between schooling and working life after school will be natural for them. An important factor is the motivation of students with financial evaluation. In the labour market, they will be interesting candidates for companies immediately after finishing school. In countries where the dual education system has been in operation for several years, the average monthly earnings for dual system graduates are higher than for graduates whose education is based only on traditional schooling.

#### **The importance of dual education for employers**

Labour market surveys in European Union countries (e.g. Germany, Austria, Denmark, Norway) show that dual education has a positive impact on the private sector, trading companies and their employees. From the company's point of view, this means a benefit for the whole economy and the financial stability of the company. The main benefit for companies is the fact that the offered opportunity of study places for students, the companies will gain in future quality workers who can bring to the company new knowledge they gained during their studies. Pupils can bring new ideas or stimulus to the company to improve, simplify and increase work efficiency.

In some countries, companies that cooperate with schools within the dual system may reduce their income tax base for each pupil.

### **The importance of dual education for secondary vocational schools**

An important factor is the cooperation between the school and the employer. The aim of this cooperation is to adapt theoretical education and practical training to the requirements of practice, the labour market and the employer. Vocational study may thus be described as more effective. It is clear that the study therefore reflects the needs of society in real time and can respond flexibly to its needs.

### **The importance of dual education for society and the country**

In the current setting of a society that has been claiming the adjective "knowledge society" since the beginning of the millennium, it is clear that economic growth directly affects the quality of education. This dependence has a two-way effect. Qualified staff, graduates who can easily find employment, the interconnection of the public and private sectors, lower unemployment, efficiency and work productivity due to skills acquired during their studies - these are all factors that directly underline the importance of dual education for the whole society and the state. Dual education is a system of vocational education and training for the pursuit of a profession, which acquires the knowledge, skills and competences necessary for the profession. It is characterized in particular by a close connection between general and vocational theoretical education in secondary vocational school with practical training at a specific employer.

The system of dual education is unique by the fact that it creates a partnership between the employer and the pupil, which is defined in the form of an apprenticeship contract, which regulates the rights and obligations of the parties in relation to the practical teaching of the pupil. Another important aspect of the dual education system is the relationship between the employer and the school concluded on a contractual basis in the form of a dual education contract, which regulates in particular the scope, conditions and coordination of vocational education with the apprenticeship contract, i.e. coordination of theoretical and practical teaching. The employer is responsible for all practical training, and also bears all costs.

### **Institutions responsible for the development of dual education in selected EU countries**

This subsection describes the most important institutions covering dual education within vocational education and its activities in individual countries of the European Union and Europe

#### **Austria**

*The IBW Institute for Economic Education Research* (Institut für Bildungsforschung der Wirtschaft) deals

with the related fields of education and economics. All the institute's projects are usable in practice and relevant for the economy. It publishes periodicals available on the website: IBW-Mitteilungen (in German and English); IBW-research Brief (brief, four-page, thematically focused studies in German and English); Berufsinformation Newsletter (bimonthly internet magazine).

Name of institution	Abbreviation	Residence	Year of foundation
<i>Institut für Bildungsforschung der Wirtschaft</i>	<i>IBW</i>	<i>Vienna</i>	<i>1975</i>

Figure 1 Institution of dual education in Austria

## Belgium

The Walloon Office for Vocational Training and Employment (Le FORMY, Office wallon de la Formation professionnelle et de l'Emploi) has offices in 12 towns. It provides personalized services to individuals (advice in professional preparation, job search, support for geographic mobility, validation of competences, and specific help for young people), provides professional support to businesses (finding suitable qualifications, advice in education and hiring, assistance in human resources management), and creates partnerships with public and private institutions.

Name of institution	Abbreviation	Residence	Year of foundation
<i>Office wallon de la Formation professionnelle et de l'Emploi</i>	<i>Le Formy</i>	<i>based in 12 towns</i>	<i>1961</i>

Figure 2 Institution of dual education in Belgium

## Bulgaria

**The Center for Human Resource Development** (Център за развитие на човешките ресурси) is based in Sofia. It deals with education, vocational training and professional training. It has expert, coordination, information and consultation functions.

Name of institution	Abbreviation	Residence	Year of foundation
<i>Център за развитие на човешките ресурси</i>	<i>CRNR</i>	<i>Sofia</i>	<i>1999</i>

Figure 3 Institution of dual education in Bulgaria

## Czech Republic

*The National Institute of Vocational Education* is located in Prague. The institute includes a department of market needs analysis, as well as a center for fictitious companies. Its dominant activities are ensuring the quality of professional education. The institute not only improves the quality of educational programs, but also tries to involve employers directly in their creation, which is very progressive from the point of view of the dual education system.

Name of instituion	Abbreviation	Residence	Year of foundation
<i>Národní ústav odborného vzdělávání</i>	<i>NÚOV</i>	<i>Prague</i>	<i>1950</i>

Figure 4 Institution of dual education in Czech Republic

## Denmark

*The Danish Office for International Education* (Styrelsen for International Uddannelse) is based in Copenhagen. It falls under the Ministry of Science, Technology and Innovation and is responsible for the internationalization of education and training in Denmark.

Name of instituion	Abbreviation	Residence	Year of foundation
<i>Styrelsen for International Uddannelse</i>	<i>Le Formy</i>	<i>Copenhagen</i>	<i>---</i>

Figure 5 Institution of dual education in Denmark

## Estonia

*The Foundation for the Development of Lifelong Learning* is based in Tallinn. The role of the Innova Foundation is to support lifelong learning initiatives and activities through Estonian and EU programs. The foundation offers experience, advice and support to organizations promoting vocational and lifelong learning.

Name of instituion	Abbreviation	Residence	Year of foundation
<i>Elukestva Oppe Arendamise Sihtasutus</i>	<i>Innova</i>	<i>Tallin</i>	<i>2003</i>

Figure 6 Institution of dual education in Estonia

## Finland

**Government Board for Education** (OPH, Opetushallitus/Utbildningsstyrelsen), OPH is responsible for designing the basic national curriculum for primary and secondary general education and the framework for vocational and competence-based qualifications; it evaluates educational systems (evaluates the results of education and improves the effectiveness of professional training); provides information services (coordinates information networks and services in the education sector), produces indicators and information for predicting education needs; manages financial system of the education sector and publishes guidance manuals on vocational training options. Provides support services for education: manages the register of student selection for secondary vocational education and training and for polytechnics; organizes language tests; organizes and finances further education of teachers; is responsible for the recognition of qualifications obtained abroad.

Name of institution	Abbreviation	Residence	Year of foundation
Opetushallitus/ Utbildningsstyrelsen	OPH	Helsinki	2003

Figure 7 Institution of dual education in Finland

## France

**Center for the development of information on lifelong learning** (Centre Inffo, Center pour le développement de l'information sur la formation permanente) based in Paris. The centre's activities are divided into three sectors:

1. **informative:** report on the activities of European, national and regional institutions; participate in information campaigns for public authorities and social partners; design information support and create a database.
2. **expert:** create and expand analyses and syntheses about education (law, practice and environment); processes works and studies commissioned by experts from the public and private spheres; develops the exchange of experience in Europe and the world.
3. **educational:** helps the professionalization of actors from the industry - pedagogical education, open and distance education (2500 trainees annually). The center has been an expert in the field of professional training and employment for 40 years. It provides three tasks: processing studies and conducting research on qualifications and practice.

France's educational system has the so-called professional lyceums, where sandwich vocational training is implemented. It is a form of education in which theoretical training is connected with professional training in the company. The participants of such a study are thus preparing themselves for skilled worker occupation.



Name of institution	Abbreviation	Residence	Year of foundation
<i>Centre pour le développement de l'information sur la formation permanente</i>	<i>Centre info</i>	<i>Paris</i>	<i>1976</i>

Figure 8 Institution of dual education in France

## Hungary

***The National Institute for Vocational and Adult Education*** NSZFI (Nemzeti Szakkepzési és Felnőttképzési Intézet), is also known in the professional public under the abbreviation from the English translation of the name - Nivea. It deals with regional and national research on vocational and adult education and the creation of professional structures: a national register of qualifications and national module maps. The development of the content of vocational education and training of adults concerns: professional and examination requirements; central programs; textbooks; teaching aids; documents for education and professional training of socially and medically disadvantaged people; development support at the national, regional and local level; analyses of the effectiveness of professional training in educational institutions; creating and disseminating effective procedures and methods; vocational school development program; of the national development plan; comparison and harmonization of national and international qualification requirements, quality assurance.

Name of institution	Abbreviation	Residence	Year of foundation
<i>Nemzeti Szakkepzési és Felnőttképzési Intézet</i>	<i>NSZFI</i>	<i>Budapest</i>	<i>---</i>

Figure 9 Institution of dual education in Hungary

## Italy

***The Institute for the Development of Professional Training of Workers*** ISFOL deals with study, research, experiments, documentation, evaluation, consultations and technical assistance in the field of professional training, social policy and employment. It cooperates with the Ministry of Labour (Ministero del lavoro e delle Politiche sociali), with the Ministry of Education, Universities and Research (Ministero dell'istruzione, dell'università e della ricerca), with the government office, with the regions and with social partners.

Name of institution	Abbreviation	Residence	Year of foundation
<i>Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori</i>	<i>ISFOL</i>	<i>Rome</i>	<i>1973</i>

Figure 10 Institution of dual education in Italy



## Ireland

**Office for Vocational Training and Employment.** Through a regional network of 66 offices and 22 vocational training centers, it manages vocational training and employment programs, provides services to jobseekers and employers, an advisory service for industries and supports municipal enterprises. FÁS operates throughout Ireland, divided into 8 regions according to the structure of the corporation.

Name of institution	Abbreviation	Residence	Year of foundation
Foras Aiseanna Saothair	FÁS	Dublin	---

Figure 11 Institution of dual education in Ireland

## Netherlands

**Expert Center for Education and Vocational Training** (Expertisecentrum Beroepsonderwijs). ECBO was created by merging the CINOP and Max Goot centers. It started functioning in 2009. ECBO is supposed to create and disseminate scientific and practical information about vocational education and training. The tasks and ambitions of the center are independence, research intended for vocational education and training and VET research, compliance with the standards of scientific work, creation and transfer of knowledge.

Name of institution	Abbreviation	Residence	Year of foundation
Expertisecentrum Beroepsonderwijs	ECBO	Utrecht Hertogenbosch	2009

Figure 12 Institution of dual education in Netherlands

## Lithuania

**Center for Qualification and Development of Vocational Education and Training**, KPMPC (Kvalifikacija ir profesinio mokymo plėtros centras). Efforts are being made to ensure that the Lithuanian system of qualifications meets the needs of the economy as well as national and international initiatives. Key activities: create professional standards and VET standards; conduct applied VET research, including forecasts of demand for professionals; monitor the supply of qualifications and the demand for them; administer the system of qualifications; evaluate formal VET programs; assess the readiness of formal OVP programs for implementation; externally evaluate the activity of educational facilities and implement formal OVP programs; increase the quality of self-evaluation of educational institutions, external evaluation and related methods; provide recommendations for improving teachers' qualifications; organize the creation of module programs and their updates; create a credit system in OVP; compile, analyse and disseminate information about OVP; monitor

the creation of textbooks and other teaching materials; monitor competitions in knowledge and skills; to organize the activities of central and sectoral professional commissions; cooperate with national and international actors in OVP in national and international projects; function as the National Reference Center for Quality Assurance in OVP, as the National Coordinating Element for the Implementation of the European Qualifications Framework and as the coordinator of the Refer Net network in Lithuania.

Name of institution	Abbreviation	Residence	Year of foundation
<i>Kvalifikacija ir profesinio mokymo plėtros centras</i>	<i>KPMPC</i>	<i>Vilnius</i>	<i>1996</i>

Figure 13 Institution of dual education in Lithuania

## Luxembourg

***The National Institute for Continuing Professional Education*** INFPC (Institut national pour le développement de la formation professionnelle continue) is a state institution managed by the Ministry of Education and Professional Training (Ministère de l'Education nationale et de la Formation professionnelle - MENFP). The INFPC sets a strategy for promoting the concept of further professional training at conferences, seminars, in the press and by conducting projects on the subject of further professional training in conjunction with businesses, social partners and government authorities. He is responsible for processing applications translated by the company, for promoting further professional training and creating its concept.

Name of institution	Abbreviation	Residence	Year of foundation
<i>Institut national pour le développement de la formation professionnelle continue</i>	<i>INFPC</i>	<i>Luxembourg</i>	<i>1992</i>

Figure 14 Institution of dual education in Luxembourg

## Malta

***MQC, Kunsill Malti għall-Khalifiki, Malta Qualifications Council*** (Malta Qualifications Council) was established in 2005 and its main role is to guide the development of the National Qualifications Framework (NQF) for lifelong learning and to oversee vocational training and certification leading to qualifications that they are not provided in compulsory education. It is responsible for defining the level of qualifications and competences, for setting standards. The MQC's main tasks are to: provide information about the qualifications that are available; to help people access learning in a lifelong context; to assist vocational training providers in the creation of qualifications, their evaluation and certification in accordance with the national qualification framework.

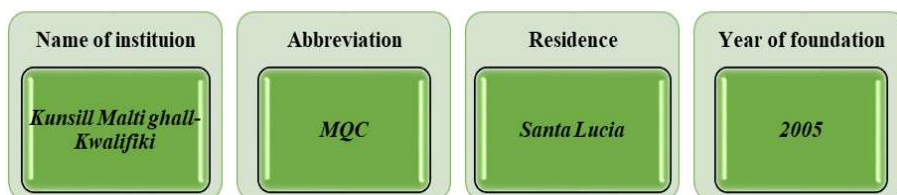


Figure 15 Institution of dual education in Malta

## Poland

*The Office for the Coordination of the Education of BKKK Workers* (Biuro Koordynacji Kształcenia Kadr) was founded in 1990. After 27 years of operation, it has evolved from a small organization into a large institution that responds flexibly to the needs of the development of Poland, is open to cooperation with various partners at the local and international level. The programs carried out by the office dealt with the development of business and civil society.

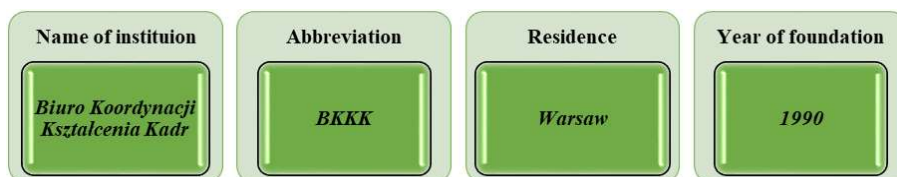


Figure 16 Institution of dual education in Poland

## Slovenia

*Center for Vocational Education CPI* (Center RS for Vocational Education) deals with increasing flexibility on the labour market, increasing quality and strengthening social partnership. New goals are achieved through various vocational education and training activities: basic vocational qualifications with the possibility of further education for all, connection of education with the labour market, diversity of employment, lifelong learning and equal opportunities. CPI includes: National Reference Center, Slovenian Reference Center for Quality Assurance in Vocational Education and Training (SIQAVET).

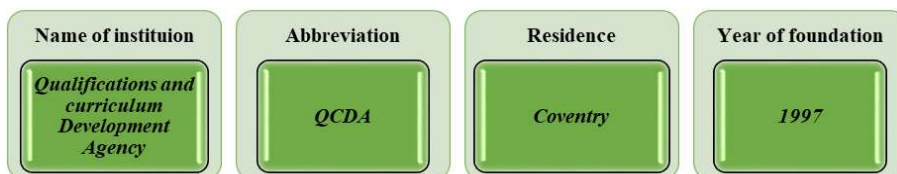


Figure 17 Institution of dual education in Slovenia

## United Kingdom – England

*The Qualifications and curriculum Development Agency, QCDA*, (Qualifications and curriculum

Development Agency) is based in Coventry. The Qualifications and Curriculum Authority (QCA) was created in 1997 by the merger of the National Council for Vocational Qualifications (NCVQ) and the School Assessment and Curriculum Authority (SCAA). Later, it was transformed into an agency and curriculum development was added to it.

Name of institution	Abbreviation	Residence	Year of foundation
<i>Qualifications and curriculum Development Agency</i>	<i>QCDA</i>	<i>Coventry</i>	<i>1997</i>

Figure 18 Institution of dual education in United Kingdom – England

### United Kingdom – Scotland

**Scottish Qualifications Authority SQA** (Scottish Qualifications Authority). The office's function was established by the Education Act of 1996. As an awarding body, the office cooperates with schools, vocational schools, universities, the world of work and the government and provides high-quality, flexible and relevant qualifications. The office has two tasks: accreditation (authorizes all professional qualifications in Scotland, except university ones) and assessment (creates qualifications, validates qualifications, checks whether qualifications are up-to-date).

Name of institution	Abbreviation	Residence	Year of foundation
<i>Scottish Qualifications Authority</i>	<i>SQA</i>	<i>Glasgow Dalkeith</i>	<i>1996</i>

Figure 19 Institution of dual education in United Kingdom – Scotland

### Sweden

**The Education Authority** (Skolverket) manages, supports, monitors and evaluates the work of municipalities and schools in order to improve quality and ensure equal access to education for all. In April 2004, the government submitted to the parliament (Riksdag) a draft law entitled Knowledge and quality - eleven steps for the improvement of gymnasiums (Kunskap och kvalitet – elva steg för vyvelenje av gymnasieskolan), which contained a strategy for improving the work of gymnasiums. Swedish grammar schools also provide initial vocational education and training. The school office was entrusted with the evaluation of the framework documents of the gymnasium so that more people could graduate and have access to higher education. The reformed gymnasium focuses on emphasizing knowledge in context, promotes in-depth and contextual study, and also removes negative stresses.

Name of institution	Abbreviation	Residence	Year of foundation
<i>Skolverket</i>	---	<i>Stockholm</i>	<i>1996</i>

Figure 20 Institution of dual education in Sweden

## Dual education in Slovakia

In Slovakia, the State Institute of Vocational Education is responsible for the quality of dual education. (ŠIOV) The State Institute of Vocational Education is based in Bratislava and it was established from the Institute of Youth Training by transforming activities and competencies in the field of secondary vocational education. The Institute of Youth Training operated from 1 February 1991 to 31 November 1994. During this period, the subject of activity has changed. According to the charter of 29 January 1991, its main activities consisted in providing tasks related to the management of secondary vocational schools and practical training centres established by the Ministry of Education, Youth and Sports of the Slovak Republic. The Institute cooperated with individual economic departments and their educational institutes in the creation of concepts for the preparation of youth for the profession in the secondary vocational schools of that period, in the organizational provision of basic pedagogical documents for teaching and study departments, in further education of pedagogical staff, in coordinating cooperation with domestic and foreign entities. in order to equip schools with technology and ensure current tasks, especially in the field of retraining. By the addition to the charter of 24 May 1993, the scope of activities of the Institute of Youth Training was extended to include the methodological provision of tasks in the field of apprenticeship (vocational) education. This Institute performed tasks related to the pedagogical and organizational provision of education and training in secondary vocational schools, practical training centres and practical training workplaces.

The activities of Institute were focused on the elaboration of documents and opinions on draft conceptual materials, laws, standards, regulations and basic pedagogical documents for vocational education, the elaboration of methodological materials, the provision of advisory, consulting, methodological and information services in the field of practical teaching and activities related to with international activities, coordinated and managed by the then Ministry of Education of the Slovak Republic.

According to the Charter of 29 January 1991, as amended, the Ministry of Education of the Slovak Republic changed the name of the Institute for Youth Training to the State Institute of Vocational Education with effect from 1 December 1994, thus expanding and modifying the subject of its activities and competencies. The Slovak National Observatory (SNO) was established at the Institute by the European Training Foundation (ETF) in Turin, supported by the Ministry of Education of the Slovak Republic and the Ministry of Labour, Social Affairs and Family of the Slovak Republic. The aim and main task of the SNO was to collect and analyse information on vocational education in the Slovak Republic and to confront it with the situation in the European

Union. At present, the intention of ŠIOV is to concentrate initiatives and initiate proposals for the sphere of vocational education, which would help to manage the transformation of vocational education in accordance with the current effort for dual education.

### *National project Dual Education*

In the years 2016 – 2021, the State Institute of Vocational Education is solving the National Project Dual Education and increasing the attractiveness and quality of vocational education and training. Basic characteristics of the project:

Operational Program: 312000 – Operational Program Human Resources

Implementer: State Institute of Vocational Education

Project title: Dual education and increasing the attractiveness and quality of Vocational Education Training (VET)

Call code: OPLZ-PO1/2016/NP/1.2.1-01

ITMS code: 312011C789

Total eligible costs of the project: 31 711 257 Eur

Place of implementation: the whole territory of the Slovak Republic

Duration of implementation: 01/2016 – 09/2021

Slovakia has long been an advanced country in the field of industry. We are among the leaders mainly in the automotive industry. However, as in other countries, as well as in Slovakia, the industry is advancing; more and more informatization, automation and robotics are coming. This also changes the job positions and qualifications of employees. While in the past, many welders were needed, today companies need mechanics-mechatronics capable of working with welding robots. Without quality knowledge and young people who find top education and employment at home, Slovakia will not be able to remain competitive. Already, they are losing young people who are going abroad to work. However, the goal is for young people to develop and live in Slovakia. At the same time, companies state that they feel the lack of a qualified workforce that can work with robots and automation technology. Thanks to dual education, students will be ready for practice immediately after graduating from secondary school. Currently, therefore, the issue of dual education is very important.

The main parties in a relationship in the dual education system are the pupil, the educational institution – secondary vocational school and the future employer. A pupil in the dual education system is a pupil of such secondary vocational school who has signed up and concluded a dual education contract with another party - the employer. As a rule, the employer operates in a sector that is the same as or related to the field of study taught at the school. The contract regulates the rights and obligations of the student in the field of safety and health at work in exactly the same way as has an employee of the company. The contract also deals with the form of remuneration for the student as his right to a motivational scholarship. The pupil may also receive a scholarship for good study results from the state budget. Pupil may also get the so-called corporate scholarship, which is tied



to the work performed for the employer in the framework of practical training. The standard is that the work itself and its quality, benefits, as well as attendance and results, as well as student behaviour, are evaluated. The contract must also consider the case where it is proven that the pupil intentionally caused damage to the property of the school or the employer. If the damage is not remedied, the school or company has the right to demand compensation. In this case, as in the case of a legal relationship with an employee, the compensation cannot be higher than four times the minimum wage. The contract is further defined in the chapter Legal background.

The employer is another entity. After fulfilling the conditions stipulated by law, the so-called a dual education contract with the relevant secondary vocational school. It is also an obligation to provide premises for the purpose of practical training. The employer provides protective work equipment, opinions from the field of health care, if such a law requires, as well as the cost of food during the internship in the amount specified by the Labor Code. The law does not define this obligation, but the employer may provide students with accommodation and pay travel costs from their permanent residence to the seat of the secondary vocational school and the place of practical training or accommodation in the school dormitory. The last of the three partners is an equally important educational institution – a secondary vocational school. In this relationship, secondary school becomes an important part of the whole system, because it connects the student and the employer. From a legal point of view, the secondary vocational school ensures the fulfillment of the obligations arising from the dual education contract as well as the apprenticeship contract concluded by the employer with the pupil of school.

Dual education is characterized mainly by a direct connection between theoretical and practical education both in secondary vocational school and in a specific company - with the future employer of pupil. The uniqueness of the system is also that it creates a partnership between the employer and the pupil. The relationship must be defined in the form of so-called learning agreement. The contract regulates the rights and obligations of the contracting parties. The learning agreement also defines the practical teaching of the pupil in more detail. Equally important in the dual education system is the relationship between the employer and the school. The relationship describes the so-called dual education contract. The main points of the contract are the conditions, scope, as well as the coordination of professional practical training with the apprenticeship contract. The employer is responsible for practical training in its entirety. It also bears all implementation costs. These facts can be summarized as a whole, that, dual education is carried out based on two contracts.

## Conclusion

By supporting dual education, employers in industry are responding to the unflattering situation on the labour market. Dual education is generally considered a promising model, shifting not only the quality of vocational education, but also the quality of professional performance of school graduates. In order to maintain and improve it, it is necessary to respect and strictly observe the following measures:



- early professional orientation already in primary schools – emphasis on vocational subjects already during studies at primary school so that the pupil has the opportunity to build a positive relationship to professional skills and has the desire to further develop them during secondary school in the dual education system;
- cooperation with pupils' parents – meaningful cooperation and communication between parents and teachers, mutual analysis of pupils' abilities and skills and recommendation of a suitable type of study;
- elimination of confusion in the transition system between school and place of vocational training - clearer communication in general and in regional understanding of the process of transition between study and working life, especially with emphasis on communication of job guarantees after successful completion of studies, which can be a fact parents and pupils decide in the choice of schools;
- transparent graduation of the possibility of entry and the level of requirements of vocational training according to performance while maintaining the professional principle;
- broadband occupation profiles – setting up such a system of study that will prepare graduates for the whole area or to groups of positions and professions, which is especially important in manufacturing companies, where qualified staff is also expected to be substitutable as well as a broader focus, e.g. competence to control a group of machines and technology, not just one specific;
- nationwide uniformly regulated permeability and possibilities of transfers within similar professions – flexible study options, mutual exchange stays within Slovakia as well as within European countries, and related interconnected study fields within regions, which allow students to transfer even before completion study at a specific school;
- crediting of achieved education – possibilities for professional and academic growth, possible crediting of additional education, practice, retraining courses, language stays at all levels of study;
- strict respect for and adoption of the European Qualifications Framework;
- systematic cooperation with the private sector – creation of an association and appointment of representatives of dual education schools, who will systematically negotiate with representatives of the private sector, monitor the requirements in the field of dual education;
- communication and marketing – an overall effort, first of all, to expand knowledge about the possibility of dual education throughout Slovakia, and in smaller towns, and secondly, to popularize dual education - by pointing out study outcomes for pupils, schools and employers.

While maintaining the quality of vocational education and increasing the quantity of entities involved in the dual education system, it is clear that the importance of introducing dual education will positively affect society as a whole.

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